

**USING GENRE BASED APPROACH FOR THE READING MANGAS TO
IMPROVE READING COMPREHENSION SKILLS IN THE ONLINE EFL CLASS.**

GENRE BASED PEDAGOGY

ACTION CASE STUDY

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**USING A GENRE/BASED APPROACH AND MANGAS TO IMPROVE READING
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GENRE BASED PEDAGOGY

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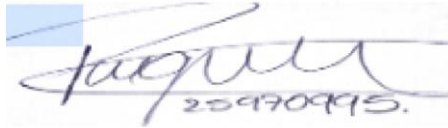
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TABLE OF CONTENT

Introduction	6
Theoretical framework	8
Text	8
Reading comprehension	9
Manga	10
Genre based pedagogy	12
Literature review	14
Methodology	17
Findings	26
Discussions and implications	47
Conclusion	49
References	50
Appendix	52

Abstract

Teachers are requested to develop students' reading comprehension ability, so they can understand, debate and propose ideas based on texts they read in class. However, in some of our school contexts and during our observations we could recognize that students tend to perceive texts as long and boring. Moreover, activities students engage in are mostly to search for literal information and vocabulary answers in texts. This research focused on addressing students' needs concerning reading by using genre-based pedagogy and mangas as texts in an EFL context. This study also sought to describe the possible affordances that might be observed on 8th graders' after being taught with GBP and mangas, as well as exploring how it provoked some changes in students' negative feelings towards reading in the EFL class. Results from the study showed that knowledge of genre and interaction with its components helped students understand the story in the Manga, read a new manga by their own and answer genre questions about it. The study also showed how some of the students felt comfortable when reading after being taught with GBP.

Key concepts: genre based pedagogy, text, manga, reading comprehension

1. INTRODUCTION

The pursuit of good reading is one of the main purposes of language learning and teaching, because teachers must develop critical thinking on their students, so they can understand, debate and propose ideas.(Merrit, 1974). From our perspective as students, we could notice that most students do not show interest in reading activities, because they consider texts are long and boring. Besides, activities students engage in are mostly to search for literal information and vocabulary questions regarding the texts they read with are usually taken from books and that addresses grammar issues. This is very common in our EFL classroom since the majority of books use texts as sources for vocabulary and grammar understanding. Thus, some students and teachers used the text for addressing content in grammar and vocabulary. Thus, this study proposes Genre based pedagogy (GBP) as an alternative to teach students with the text. It is an approach that leads students through a process in which they acquire strategies to deal with a variety of genres and its connection with real contexts. Moreover, this approach aims to improve students' literacy level, this includes reading skill. Recently, different studies have used this approach to lead students to improve their performance on writing products, (Almacioglu & Okan, 2016; Megawati & Anugerahwati, 2012;Yunus et al., 2012 & Pryde, 2015). In this sense, this research focused on reading skills using genre-based pedagogy for reading development through manga in an EFL context. This study investigated the possible affordances, if any, that might be observed on 8th graders' after being taught with GBP and mangas, and explored how genre-based pedagogy and mangas as text might provoke changes in

students' negative feelings towards reading in the EFL class. In this concern, the following questions were addressed in the study:

- What affordances, if any, might occur in eighth-graders using genre-based pedagogy and mangas to improve their reading comprehension skills?
- What possible changes in 8th graders' motivation towards reading might be observed after being taught with genre-based pedagogy and mangas?

Using genre based pedagogy, and mangas, we wanted to observe the possible affordances in students' motivation towards reading, also we wanted to observe if after using the mangas, students keep reading independently. We obtained positive results with the study by integrating mangas and genre pedagogy as well as with the adaptation to virtual lessons we made to it in order to help students comprehend better narratives in mangas as texts.

The following chapter will describe detailed information of the concepts of genre-based pedagogy, text, reading comprehension and mangas with its implementation in the teaching process. Afterwards, some studies that explored themes regarding GBP implementations, and comics will be reviewed. Chapter number three deals with an explanation of the elicitation procedures that were used for this study. Then, chapter four will present description and analysis of the findings. Next chapter provides discussions and implications concerning the results. And last but not least, conclusions and suggestions will be presented in chapter number six.

2. THEORETICAL FRAMEWORK

Based on the purpose of this study which dealt with the use of GBP to enhance reading comprehension and students motivation towards reading, the following chapter describes four main concepts that were used to design lessons and teach reading; texts as genres, reading comprehension, Manga as narratives and genre-based pedagogy for guiding the reading activity in students.

2.1 Conceptual framework

2.1.1. Text

“Text is a form of exchange; and the fundamental form of a text is that of dialogue, of interaction between speakers. ” Halliday & Hasan, (1985, p.11). Accordingly, a text is any form of language intended to communicate a message. For instance, a sign in the bathroom of a restaurant with a photo of a female and male person in each door. Therefore, the previous example is a text because its purpose is that one is communicating an idea.

Going back to the previous example (the signs in the bathroom), a text should involve, the ‘meaner’, the ‘meaning’ and the ‘mean to’ as stated by (Hasan, 2012) who affirms that “acts of meaning call for someone who ‘means’ and someone to whom that meaning is meant there is a ‘meaner,’ ‘some ‘meaning’ and a ‘mean to’.” (p.83). Based on the example provided above, last example (the signs in the bathroom), the ‘meaner’ is the owner of the restaurant, because he is the person who wants to communicate a message, the ‘meaning’ is the message that the owner transmits, in this case are the signs in the bathroom, and the ‘mean to’ are the clients of the restaurant who interpret the signs.

2.1.2. Reading comprehension

In today's world, the pursuit of good reading it's one of the main purposes of language learning and teaching, due to the belief that teachers must develop critical thinking on their students, so they can understand, debate and propose ideas. Through years reading had been approached on codification and decodification of symbols that represent sounds or ideas of the language, instead of reinforcing student's skills on comprehension and interpretation of meaning, discussing opinions, and so forth (Merrit, 1974). In that regard, authors such as Roe & Smith (2011) conceived reading as both a process and product, reading is a cognitive process of censoring, perception, learning and thinking, as in product because it involves final comprehension of the written message.

With that in mind, reading should be an interactive process in which the reader gives sense and meaning to the issues they encounter with. (Izquierdo & Jimenez., 2014) Reading comprehension is a process where students need specific purposes to discover the information they read. It is done by developing reading skills such as: predicting, skimming, scanning ordering sequences, semantic context and deducing meaning. (Corrales, Mendivelso & Santacruz., 2000).

In this sense, Roe & smith (2011) highlights the relevance of developing students' interest in reading, so they can recognize the benefits it might provide for their daily life. To illustrate, to be informed, enjoy, entertainment (p.001). Roe & Smith argues that we live in a literate society that constantly demands people to read in every aspect of their lives, for example, reading is used for gathering information, it is used in those situations of driving,

seeing signs in the road in order to arrive at a particular destination. As in a restaurant choosing the next meal on the menu (p.003). In a similar thought, we can notice that the importance of reading is linked with the functional benefits in which the language is connected to their context, as in ordering items from catalog, reading brochures for future job or career election, and so forth. Reading is also an activity for recreation and enjoyment, that students could take advantage of to achieve relaxation, pleasure by immersing themselves in stories placed in other places or other times.

2.1.3. Manga

Mangas are essentially a series of illustrations with narrative story-telling format that were produced in Japan, similar to its counterpart in the western, comic-books. (Brenner, 1977). However, they differ from the type of stories they portray. For example, comic-books are more likely to present superhero stories that might appeal to a narrowed audience represented primarily by male children or teenagers. On the other hand, Mangas have a variety of stories, such as: adventure, horror, romance, sports and so forth. In this sense, mangas can be appealing to a major audience that might include children, adults, men and women because everybody can find and read different stories on Mangas, readers can enjoy the genre of their preference, "*there is a story for every reader*" (Brenner, 1977). However, the perception of this media is underestimated. For instance, Wertham (1954) argues that comics-books are "dead on reading" because readers are not interested in reading, but on pictures and the onomatopoeia, indeed they are not "reading", in other words Wertham do not consider the audience as real readers. Even though, manga is very similar to comics, especially in one way, where readers are interested in pictures,

yet those pictures help to involve the reader in the text, also those pictures allow them to feel that they are understanding what the text is about. (Brenner, 1977, p.13).

Brenner (1977) also argues that “comics and graphic novels are excellent examples of visual literacy with traditional text-based literacy” (pag.14). Therefore, the mix between “visual and textual clues” is an interactive process where readers can easily comprehend texts as mangas that have a variety of stories where kids, teenagers and adults will motivate reading.

McCloud (1993 cited in Brenner. 1977) argues that “comics and graphic novels require a kind of literacy. The ability to connect description, dialogue, image, symbols, and the sequence of panels into a coherent story is neither a passive nor a simple act” (p.13). The language features of a manga are a mix between grammar, visual language and written language. (Neil Cohn, 2010.p.187)

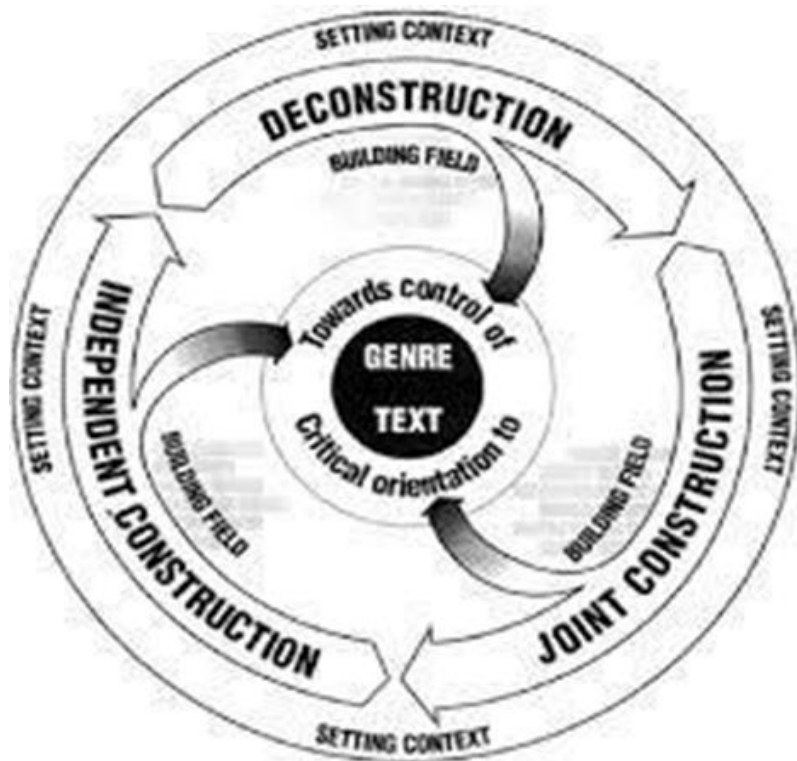
The schematic structure of the manga is related with the narrative genre, and features such as: orientation, problem, and conclusion, among others. As Derewianka (1990) says that “Narratives are to be entertaining, something out of the ordinary needs to happen, the characters have to be confronted with some sort of problem or complication, so the that the reader is drawn into the plot, curious to see how the problem gets resolved”.(p.34). Nonetheless, in the case of manga, they can be divided in two major types: one-shot (one publication) and serialized manga (series of chapters, published weekly or monthly). In a one-shots, the chances to describe most of the features are higher and short in terms of time, on the other hand, since serialized mangas take multiple chapters to develop its narrative, more time to understand the text would be needed, when it comes to consider it as a resource in lesson plan.

2.1.4. Genre Based Pedagogy

To understand genre-based pedagogy (henceforth, GBP) we should comprehend what genre is. The term genre in most of the cases is used to exemplify the type of content the media offers you, for instance, in conversations we might have heard “romantic genre” or “horror genre”. However, authors such as Herazo (2012) agrees that genres are stages texts follows for communicating a message to an audience and writers

GBP follows the principles of systemic functional linguistics that places language as a system of choices and text as the result of choices already made. It also highlights the importance of the understanding of all the features that construct a text and their direct relation with context. (Martin & Rose, 1999).

In genre-based approaches the emphasis is on the creation of meaning at the level of a text, rather than dealing with isolated language features. (Derewianka, 2003. p.135) GBP aims to lead learners to achieve language considering the functions and structures of genres. (Martin, Christie and Rothery. 1987). The following figure describe the main stages this approach follows



The previous figure represents the cycle commonly applied in GBP. As Herazo (2012) states, It consists of three main stages: Deconstruction, joint construction and independent construction. The first stage, '*deconstruction*', helps to prepare students with all related to the text before they start reading it. Teaching students the organization around the genres of a model text, how to comprehend a text, activating students' background knowledge of it, as: topic, field, tenor, and mode, also the schematic structure of the text, content of culture and situation. This knowledge and the organization prior to the topic, offer support and prepares students to face challenges during a complex reading comprehension activity. (Rose & Acevedo, 2017.p.13)

The second stage is called ‘joint construction’. it consists on peer work between student and teacher, where the teacher becomes a guide that approximates the student to the production of a new text in the same genre the student worked on in the previous step, considering all the features of the genre they decoded. It is necessary that the teacher selects a “textual genre model” that the class has to learn to write. After preparing and reading the text, the teacher guides the class to the identification of the stages and phases of the text, and in this way, a group of common terms is constructed, a “metalanguage” to talk about the parts of the text. (Rose & Acevedo, 2017.p.13)

As the name implies, the ‘independent construction’ goes as the final step when teachers decide their students are ready to create a new textual sample in the same genre they study in the previous texts, but this time by themselves.

2.2. Literature Review

Studies on genre-based pedagogy have focused on teaching students how to read and write at levels and reading to encourage students to elaborate their responses, based on information found on texts directly related to context. For example, Almacioglu & Okan (2016) conducted a case study in which detailed analysis about the application of genre-based was applied to teach to 197 students from the English language and literature program at a state university in Turkey (p.75). Results showed that the students improved in some aspects of their writing performance, as well as in their awareness and perceptions of their genre knowledge development. The analysis demonstrated that they became more able to control the degree of formality in response to the given context and make more appropriate linguistic choices to respond to the reader and achieve the specific goals of the given task. (p.92)

Likewise, Pryde (2015) determined the extent to which learners in the EFL classroom could embrace English-speaking norms for conversational exchanges and participate in interpersonal communication on 84 Japanese first-year high school learners of English from a private school in Kyoto, Japan. The results showed that data for all 42 conversations were presented comparatively for students and teachers on the 21 pre-assessments (April) and 21 post-assessments (July). In each of the 21 conversations, the teacher had spoken more than the student in each category: word, phrases and sentences.

On the other hand, Yunus et al., (2012) explored teacher trainees' perceptions of using digital comics in teaching ESL writing in a Malaysian state university. Findings revealed that the teacher used a digital comic, but faced some problems to implement them, because the only way to implement it was in the computer lab, and internet connection. However, the tools used motivated students to improve reading in the second language. This indicates that the respondents believed that motivation plays an important role in language learning and that using digital comics can develop learners' motivation, serving as a "*stepping stone*" for further writing success. (p.3468)

In a similar study, Megawati & Anugerahwati (2012) carried out a collaborative action research, implementing comic strips through Process-Genre Based Approach to improve student's ability to write narrative texts at MAN Bangil. The researchers discovered that comic-strips helped students to increase their level of writing narrative texts following a chronological order. Moreover, it was found that the effectiveness of using comic-strips highlights the assistance of students, leading them through a better understanding of vocabulary "*since the picture and the dialog cooperate with each other meaning that most of the expressions shown by the characters reflect the content of*

the dialog”. In this sense, comic-strips works as an advantage for students to relate vocabulary with meaning in context. (p.200).

Similarly, Smeaton et al., (2016) conducted a phenomenology study at an Australian high school with a low socio-economic population. They explored how high school students experience informed learning within the context of a school library-based Manga workshop. It was found that students developed some information awareness. They experienced this in three different ways: as an art lesson (improving their drawing skills), life lesson (how knowledge might be applied in real life experiences), or informed learning lesson (understanding of the drawing skill, message, how to apply information in different situations). In addition, the complete understanding of “*knowledge is power*” was more likely comprehended by students who experienced it as an informed learning lesson. (p.22)

Even though, Colombian schools understands the importance of learning English as a tool that will help students to get access to better job offers and future career opportunities, when it comes to implement strategies to fulfill the goals of the 21st century critical thinking producers, the focus relays on learning vocabulary, grammar and product skills, rather than understanding or reading comprehension. In fact, some of the studies that were reviewed on this chapter, showed that GBP is more likely to target writing, as well as comics (Almacioglu & Okan. 2016., Megawati & Anugerahwati. 2012., Yunus et al., 2012. & Pryde. 2015) instead of reading. little is known about Manga being used as a motivational medium to motivate students towards English learning, as a matter of fact, there was only one study we could get access to which attempted to work on reading in English learning by using Mangas (Smeaton et al., 2016). Due to the scarcity of exploration in this field, this research proposal will intend to explore how genre-based pedagogy and

mangas as text might change students' negative feelings towards reading in a public school in Montería, Colombia. In addition, it will aim to describe the possible affordances that might take place after being taught with genre-based pedagogy and mangas in the EFL class. Furthermore, this study aims at presenting manga as an alternative text resource to motivate students on reading comprehension.

3. Methodology

3.1. Type of study

This study followed a qualitative research approach, (also known as naturalistic) since it focuses on behaviors, actions and opinions, undertaken in a natural setting, such as an EFL classroom. Taylor et al., (2015) states that, qualitative research aims “to produce descriptive data-people own written or spoken words and observable behavior” (p.007), as an approximation to how people perceive experience in their own world and its understanding (p.008). Accordingly, the intention of this study which was to explore and describe the main affordances in 8th grader’s reading after being taught with GBP and mangas as texts, this research proposal follows an action case study. Action case study is defined by Halecker (2015) as a mixed approach between action research and case study, in this sense representing the intentions of both studies, interpretation and intervention work. Therefore, action case study helped us to explore in detail the phenomenon since it provided data not only from what was going on in the classroom but also from the participants’ opinions provided through virtual means.

3.2. Context and participants

This study was carried out at two virtual sessions with students from Institución Educativa la Ribera; a public school located in Monteria, Colombia. The school is located in a busy area of the city surrounded by local houses, and grocery shops. The school social status is very low. The book students used for English learning is provided by the ministry of education. It is called the Way to go. The school belongs to the bilingualism for peace and education from Unicordoba where students are offered English classes with the help of practitioners from Unicordoba. The school is a large old building divided into three sections, one for kindergarten, other for primary and the other for secondary school. The school does not count with any book, the school counts with one projector that teachers use to improve students' performance. The school serves more than 1450 students, the number of L2 lessons depends on the grades. For instance, kindergarten students work almost one hour per week, primary students work three hours per week and secondary students work five hour per week.

The participants involved in this study will be 48 students from 8th grade. The average age of the students is 13 to 16. Most of them show that their level is "starter" (A1-A2) information we obtained by conversing with the teacher. It means that they are not able to express themselves spontaneously within the EFL class.

3.3. Elicitation techniques

The elicitation techniques we used to give answers to our research questions were online journals such as conversations with audios and texts, focus group, semi-structured

interview in WhatsApp, production tasks through google forms and online observations we did in the virtual classroom Zoom..

For the first question of the study, we used online observations. As the name implies is a method of gathering data through observing. There are different types of observation, but considering the aim of this study we will work with participant observations. Lowe & Zemliansky (2011) defined participant observation as a kind of observation in which researchers “interact with participants and become part of their community” (p.160) in this sense, participant observations allowed us to gather data from the interaction of students, as well as the affordances that took place after being taught with GPB and mangas. Online observations we carried out during the online class and after it by revising the video, selecting the most useful moments to address our questions and narrating what happened in the class.

Likewise, we used production tasks. Production tasks are “assignments given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges” (Mueller, 2016). It is a useful assessment tool during the learning process and can help the researcher to monitor students’ performance during the writing learning process. Testing, as well as assessment, is done for “purposes in educational settings that greatly improve performance” (Roediger III, 2011, p.001). From this assumption, it is correct to say that production tasks helped us to monitor the performance of the students while reading mangas assessed with GPB though the delivery of two Google forms and drive activities

Another data collection technique that we used was journals. Allen (2008) affirms that journals “are tools that invites students to record pieces of text from their reading, discussion, listening, or viewing and then to connect, to respond to, and reflect on those excerpts” (p.012). Therefore, the use of journals gave us more details related to how students’ perceived changes in their own reading comprehension performance on the EFL classroom as well as their feelings towards the activities. These spaces for reactions and opinions were administered through whatsApp, audios and texts messages.

For the second question of the study, we used a focus group. Longhurst (2016) understands focus group, as a meeting of six or more people in an informal setting, for the purpose of talking about a specific topic established by the researcher. (p.143) In this regard, this procedure allowed us to explore student’s opinions concerning the process of reading mangas with GBP. Focus group was accompanied with semi-structured interviews. Longhurst (2016) defined semi-structured interviews are a verbal interchange that attempts to elicit information from another individual through opened questions, predetermined questions need to be prepared in advance. However, “semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important” (p.143). In the case of this study, considering students’ opinions or feelings, online semi-structured interviews provided us with students’ perceptions as means of feedback for our future teaching and revision of the teaching cycle.

The following were adaptations we did to the lesson due to the pandemic:

Table 1

Adaptations for the GBA cycle for online reading

THE LESSON					
Stages of GBP (deconstruction)	Purpose of the stage	Description	Materials	Time	Data collection techniques
1ST SESSION					
Building field (contextualization)	To prepare the students with detail information about the text they are going to read	-For building field students will be asked some questions, such as: What is a manga? Have you read a manga before ? What are the common topics in mangas? What is your favorite manga?.	PowerPoint presentation .	10 minutes	Video recording through zoom platform
	To reduce the lexical load.	Video T shares a video with more detail information of Manga	Video: what is a manga? https://www.youtube.com/watch?v=OK3Anhkt4a0	7 minutes	Ethnographic narrative Who are the participants of the story?
		PPP: T: explains to students What is the text about?.Its Field, tenor and mode. Provides detailed information of the register: context of culture and situation of the manga students are going to read.		15 minutes	Where does the story take place? What is the conflict? How did they solve it?
Purpose of the genre and the schematic structure	To guide students on the type of genre they will read	PPP: T: explains the purpose of genre mangas” they are intended to be entertaining, about	Powerpoint presentation	10 minutes	

		<p>something out of the ordinary that needs to happen”.</p> <p>T: shows the manga to the students and describe in a summary the schematic structure of the manga (orientation, complication, conclusion)</p>			
Detailed reading	To teach students how to read and share concepts and key terms from the text	<p>T: gives students the text. Reads it sentence by sentence and discuss terms and important phrases, concepts, metaphors with students. The students and the teacher highlight important concepts in the manga.</p> <p>After that students and the teacher share the reading.</p>	<p>Software: Ice cream PDF Editor</p> <p>Fist chapter of the manga “yankee girl in love”</p>	40 minutes	
Shared reading					
2ND SESSION					
Representi ng the text	To evidence how students manage to represent the story	<p>T: The students will use a chart in a google drive link with the main schematic structure of the manga students read along with the teacher. They will represent the story in this chart using images and dialogues from the manga</p>	chart with pictures	10 minutes	https://docs.google.com/document/d/1gF1xA8i_x-9RHN-SifIvugERhRTu9QnO7N_suoGX5e0/edit?usp=sharing
Reaction to text	To consult students opinions about the text	<p>T: will share a google form to get opinions from students’ reaction to the text</p>		Asynchr onous	https://forms.gle/ihsyrkcQDSvhUPJS7

Independent construction	<p>To obtain data concerning students' perceptions after reading independently</p>	<p>SS are provided with new text short manga and some comprehension questions:</p> <p>What is the schematic structure of this manga?</p> <ol style="list-style-type: none"> 1. Problem, resolution, complication 2. Introduction, lesson and conclusion <p>What is the topic or field of this manga?</p> <p>A: love</p> <p>B: money</p> <p>Who are the participants in the story:</p> <p>Where does this story take place ?</p> <p>a.</p> <p>Is this story oral or written?</p> <p>Oral</p> <p>Written</p> <p>What is the meaning of the expression love?</p> <p>What is your opinion about the situation presented in the story?</p>	<p>Second chapter of the manga "yankee girl in love"</p> <p>google formulaire</p>	<p>Asynchronous</p>	<p>Interview with students</p> <p>https://forms.gle/Kat85Hc23PJCTXQPA</p>
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Lessons were adapted by integrating online teaching tools such as Google forms for students' reaction to the meaning of the story and opinions. For detailed reading, it was necessary to meet in a virtual environment to scaffold students and apply the interaction cycle (Identify, clue, highlight and elaborate on meaning). Re-representation of the text was done collaboratively in a Zoom meeting with a google drive link where all students could participate. The last two stages through WhatsApp by sending google forms and interacting through audios and text messaging.

As seen in the chart, we planned both synchronous and asynchronous lessons. The data was collected in two synchronous sessions, each of one hour and half through the zoom platform, particularly, for detail reading and contextualization. For independent and reaction to the text, students worked in whatsapp groups through which we sent google forms with questions and the genre, audios asking questions for reflecting on the reading and instructions. A synchronically, students did one re-representation of the text along with formats containing some questions related to the manga and the schematic structure it follows. Students answered two google forms with genre questions, one for the joint construction and the second for the independent work. In whatsapp, we send questions for students to reflect on the narrative they read in the manga, and questions regarding their motivation. In general, most of the students were able to connect to the classes, in which most of them were committed to participating using the zoom chats and whatsapp.

The data that we collected through whatsapp was very useful because we gathered more evidence of students' participation in the activities. Sometimes, it was better for them to access materials, and understand teacher's instruction through whatsapp as their

connection in Zoom was unstable and could not participate in the activities as they expected.

3.4. DATA ANALYSIS

The data that we analyzed comes from journals, focus group, semi-structured interviews, reading tasks and observations. These elicitation procedures provided data regarding fifth graders' perceptions and affordances after reading mangas in the EFL class using genre based pedagogy.

Thematic analysis (henceforth TA) was used to analyze all the different procedures previously mentioned for this proposal. TA is a method that leads the researcher to the identification of themes and patterns for further analysis of qualitative data (Clarke, Braun, & Hayfield, 2015). Likewise, the form for the thematic analysis will be inductive, this means that the categories for the analysis are going to be decided based on the collected data, instead of being chosen in advance. In order to execute a proper analysis of data, the six phases suggested by smith will be followed (2015, p.230):

- familiarization.
- coding.
- “searching” for themes.
- reviewing themes.
- defining and naming themes.
- writing the report.

First, the gathered data was read several times, as well as notes for initial aspects will be made. Then, relevant features for the research were identified and labeled, in order

to group similar data. Once we had mapped the key patterns in the data, it was necessary to revise the codes and make sure that the found themes agree with coded data and are well-organized. In the next step, the themes were named to ensure clarity, and prepare the path for final writing. Finally, conclusions were made considering the themes found in the data in a written report. In short, the previous phases served as a step by step, that we followed in order to proceed properly and achieve accurate results.

In order to gather information concerning students' reading comprehension level, students were provided with a text with questions as a reading task. The data from the reading task was analyzed using statistical analysis by data provided in a google form. so some affordances of the implementations could be identified concerning students reading.

4. FINDINGS

This study aimed at responding to the following questions: What affordances, if any, might occur in eighth-graders using genre-based pedagogy and mangas to improve their reading comprehension skills? and What possible changes in 8th graders' motivation towards reading might be observed after being taught with genre-based pedagogy and mangas? Findings obtained revealed how students were supported by the stages of the GBA cycle and permitted them to read independently.

Knowledge of genre and interaction with components helped students understand the story in the Manga.

Online teaching for Contextualization before detailed reading served as an interaction stage for supporting students' analysis of the type of manga they were going to read. Telling

the students, a summary containing field , tenor and mode allowed them to understand what the manga was about, and the structure it follows. The interaction about concepts like what a manga is, vocabulary related to manga, the participants of the story, key concepts regarding the topic treated in the manga as well as the schematic structure served to reduce students semiotic load and promoted interaction in English and Spanish regarding the story as shown in the following excerpt: (Appendix D).

transcript 1. *what a manga is*

00:02:00

Turn	participant	Intervention
1	T	Have you ever read a manga?¿Alguna vez han leído un manga antes?
2	S?	yes!
3	S?	no
4	T	algunos sí otros no, What do you think is a manga?¿qué creen que es un manga?, ¿cómo podemos definir un manga?
5	S?	a comic
6	S?	como una historieta
7	T	comic o historieta está bien, a:mm what are the common topics in manga?, cuales serían las temáticas más comunes aquellos que conocen ?
8	Student?	action
9	T	Action, what else?
10	S?	a series of drawings una serie de dibujos digamos
11	T	Umm:::, romance
12	S1	profe es como una serie de dibujos, una serie de dibujos osea que muestran una acción o como algo en común

- | | | |
|----|----|--|
| 13 | T | Ok, entonces la siguiente pregunta, next question, do you have any favorite <u>manga</u> ? ¿Tienen alguno favorito aquellos que ya han leído mangas? |
| 14 | S? | yes! |
| 15 | T | Which one?, cuales?, nombres |
| 16 | S? | no me acuerdo el nombre, Tokyo ghoul |
| 17 | S? | Nanatsu no taizai |
| 18 | T | Nanatsu no taizai! |
| 19 | S? | Naruto! |
| 20 | T | naruto, I think that we all know them; they are very popular! right? |

As is evidenced in transcript 1, students were asked a few questions, such as: what is manga? what are the common topics in manga, so students activated their previous knowledge and how familiar students were regarding manga and their characteristics, as well as a stage to introduce the basic concepts to those who did not know them. This initial part called contextualization, supported students' understanding of the genre they needed to read and understand. When the teacher explained the type of text, how to read it, students demonstrate their understanding by interacting online answering teachers' questions since those questions were not used to assess the learning of content, instead, they were used to support students understanding of the main characteristics of the selected genre (Yankee girl in love, a story about stereotypes towards women in Japan).

Then, the teacher talked about a particular term called schematic structure as shown in the transcript below. (Appendix D).

transcript 2 *schematic structure*

00:08:08

T vamos a hablar del término particular que se llama schematic structure, of manga, ya vamos a hablar directamente acerca de características,(...) cuales son las narrativas que nosotros conocemos en español, or in english, it doesn't matter, for example, I'll give you one, fable, fábula, que otros ejemplos conocen ustedes?

S? el mito

T el mito, a myth

S? xxx

T how? ¿Cómo? I couldn't listen that, no pude escuchar esa, la ultima intervencion, the myth

S? leyenda!

T toda narrativa, tiene lo que sería una fase de **orientation**, que sucede en la orientation simplemente nos presentan nuestro protagonista, nuestro main character, the protagonist, nos van a hablar de cómo es el, que hace el, lo más normal, aquí lo que vamos a aprender quién es él, nos dicen el nombre, y aquí en este ejemplo tenemos a, démosle un nombre clave. Llamémoslo kouta, él va a empezar su secundaria, va hacer nuevos amigos, quiere divertirse, pasarla bien. Esta es nuestra orientation, nuestra introducción.

Pasemos entonces a la que será la siguiente fase, **complication**, en una complication sucede, un problema, una complicación si lo traducimos literalmente!, aquí en nuestro ejemplo kouta esta con sus amigos y resulta que en el colegio al que ellos van, está lleno de chicos rebeldes, cabellos pintados desarreglados que no se visten bien el uniforme correctamente, son rebeldes, delincuentes, yankies. Muchos nombres les podemos dar

S? Osea, que literalmente como que sufren de bullying algo así

T Exacto!, si, eso es cierto

S? Osea que literalmente como que sufren de bullying?

T Ujum:m si, esa es la complicación ese es el problema porque? porque quiere vivir una vida (.) disfrutable en la escuela cierto, tener amigos pasarla bien todo eso es lo que desea un adolescente en secundaria, pero entonces resulta que la escuela a la que él asiste está llena de este tipo de estudiantes, eso es una complicación un problemita! bien. La siguiente fase es **resolution**. Resolution es lo que se le llama a una forma de Buscar soluciones, Cómo se resuelve o sea esto de forma negativa o positiva en esta historia kouta lo que va hacer es encontrar un hechizo y este hechizo le hace que esta muchachita de aquí, esta jovencita se enamore de él entonces resulta que la chica que se termina enamorando de él es en realidad la chica más fuerte de la escuela... Eso es un tipo de resolución ustedes que opinan Esta es una resolución positiva o negativa?, the resolution, this is positive or negative?

S? Negative

T Negative, por que? why?

S? Negative

T Why?

S Porque la alumna para defenderlo tiene que pelear con los demás

T Um:::mmm, pero al final ellos terminan a salvo cierto? Entonces es ambas tiene una positiva pero una negativa al mismo tiempo.

As shown in transcript 2, the instructor gave detailed information about the structure of the manga as a narrative text, then introducing the concepts of schematic structure, **orientation, complication and resolution** by using pictures of a manga to help students achieve the ideas clearly. To which some students could understand by responding to questions regarding the type of complication, they could identify it was **negativative**. This explanation stage called prepare to read provided students with information that would guide them at the moment of approaching the next stage, detailed reading. Moreover, it can be noticed that students made contact with some words like: yankee, and bullying that were the topic of the manga. Those words might be helpful for them to approach the manga without unfamiliarity with the new text. This stage was carried out in spanish due to students' english level. However some of them participated in english in the questions they could deal with. (Appendix D).

Transcript 3 *example of the schematic structure*

(01:21:40)

- T tenemos lo que sería orientation complication y resolution ((teacher proceeds to show previous panels)) en la orientación es cuando nos introducen todo cierto nos muestra a personajes a la chica Todo Cómo se está llevando los personajes toda la situación que es que ellos están en un colegio y ella se está confesando a él todo esto, eso es todo en la orientación, pasamos a complication cuando ya es cuando ya comenzamos a ver cómo que hay un malentendido y él inicia empieza analizar todo eso y en problemas que era aceptó ser la pareja de esta chica aunque él no sabía que estaba haciendo eso y cuando llegamos al final Qué es resolución es que sucedió al final qué hizo él
- S el comenzó a entender todo él estaba confundido, porque ella había dicho que que ellos eran novios
- T entonces aquí queda como están explicando todo este malentendido están aclarando todo este mal entendido y cuál es la expresión que utiliza I guess it's impossible afterall ya no hay nada que hacer esa es la resolución es positivo Qué dice los muchachos es positivo o negativo
- S positiva
- T why, porqué?
- S porque él está queriendo decir así como con violencia o algo así
- T Pero él porque no sé digam:os que ahora tiene novia Eso es bueno o Eso es malo?
- S bueno
- T y las chicas que dicen eso es bueno o malo Sofia tú qué dices
- S depende yo digo que bueno normal, normal no?
- T Bueno pero tenemos todo tenemos la Orientation y yo tenemos la complication Y tenemos toda resolución todo eso se dio en esta historia entonces podemos decir que esto es una narrativa porque tiene todo estos componentes

This interaction about the schematic structure of the genre in the manga permitted students to get new knowledge of the genre they were reading and helped structure their



ideas concerning which information they will find out in each of the parts of the story. In addition, teachers' explanation of the content in each stage also reduced students' anxiety towards the content of the story since the professor provided students with explicit teaching of what the field, tenor and mode of the story was. This allowed students to approach the story with more awareness and security of what to find while reading with the teacher.

Another affordance students obtained from the knowledge provided about the schematic structure is that they became able to represent the manga they read with the teacher. Figure 1, shows some images about the manga and students organization of these pictures using the schematic structure of it (orientation, complication and resolution). Below is students' re-representation of the story. (Appendix A).

Pictures. 01. *Sample of representation of text*

Representing the text

Orientation		
Complication		
Resolution		
Participants in the manga		

Context		
Why is this story significant to you?	<ul style="list-style-type: none"> - because it says that people should not be played for their appearances and they can think what or is of the people 	<p>this story is important because it show that appearances do not matter, love is blind and can accept everything</p>

As shown in the picture, the students could label the pictures in the chart. Also, students could give their opinion about how the manga was significant for them in the two last columns. This demonstrated how students got familiar with the schematic structure of the story “yankee girl in love” besides, it contains aspects of students' understanding of the message and their reaction to the content in the story. This surprised us because students were interacting during stage 1 and 2 of the GBP cycle in spanish and sometimes in english. However, they could write interesting ideas in english as seen in this chart. For example, they participated by reflecting on the message of the story and went further when saying: “it shows that appearance does not matter”, “people should not be played for their appearances”. Even Though the sentence lacked accuracy, the message was transmitted and reflected students' understanding of the lesson the manga pretended to communicate.

After interaction during the explanation of the genre, students went to read a segment of the manga particularly the complication, where students became able to read the manga since they understood key concepts the teacher explained during the interaction cycle (reading the clause, providing contextual clues, elaborating on the concept and highlighting). The students showed interest in the content in the manga since the teacher did not demand students to answer questions of words they did not know, instead, the teacher supported students with explanations and examples of these unknown words. Thus, students engaged in conversations regarding the important concepts of the content in the manga and participated with us in the detailed reading as shown in the Transcription below. (Appendix D).

Transcript 4 Detail reading

1:10:10

- T En qué otro tipo de situaciones podremos tener este tipo de frases que es I'm conscious about my body figure um?
- S? cuando vas a::a alguna parte como, un centro comercial que te vas a comprar una camisa y te tiene que quitar la que tienes por ejemplo, y tu tienes una cicatriz en el cuerpo O:o sea no te la quieres quitar porque no la quiere mostrar
- T e::e correcto eso es un buen ejemplo es muy buen ejemplo y aquí el responde a Maiden! no es una delincuente es una Maiden ella no quiere Mostrar su cuerpo es, es consciente ese de su cuerpo no les gusta mostrar su cuerpo y por eso utiliza esa falda larga, Entonces él piensa, es es una dama no es una delincuente no es una Yankee comienza este problemita de confusión
Pero entonces aquí ya, ya tenemos un cambio de mente ya se ve más tranquilo cierto
lo vemos calm porque en todo esto ((the teacher goes back to previous panels of the manga)) siempre lo vemos confundido lo vemos exaltado en toda la historia pero ya aquí, ya comienza a calmarse lo vemos con una cara distinta, que bueno entonces no era lo que yo pensaba dice her personality la personalidad the personality sure doesn't fit her
looks fit es una expresión de encaje
- s? entonces que su personalidad no encaja para nada con su cuerpo

As shown in transcript 4, two students had a great participation in the detailed reading. We selected that moment because we were focusing on stereotypes, thinking of the idea that people judge others without knowing them, and students agree with that idea. it was reflected that students were into the topic without the teacher asking literally about it by saying: “tu tienes una cicatriz en el cuerpo, o sea no te la quieres quitar porque no la quiere mostrar” . This shows how students got interested in the topic and message of the

story by providing examples that are very common in their cultures. After that, we selected a moment from the joint construction in which students also participated. As seen students and teachers had to use spanish since students english level was not advanced so the teacher relied on code switching strategies for better understanding of the topic. However, students surprised us with their engagement in the activity in english. (Appendix D).

Transcript 5 *detail reading, joint construction*

00:07:40

S it's come to this, shall I Just Go out with her

T Do You remember that expresión Go out

S Go out

T Pedro what is Go out, Do You remember What is Go out, recuerdas Go out, G::o out with her g::o out with her, si yo quiero tener una novia yo Go out yo necesito un go out

S Necesito hablar con ella

T close c:asi, casi quién puede ayudar a Pedro

S salir con ella

T Go out, right!

Here the teacher supported students with unknown concepts to which students responded by translating and guiding others to the meaning of the words that they read in the previous lesson. One of the students misinterpreted the word, the second students

collaborated with the meaning so the rest of the class understood the meaning of the phrasal verb *go out*.

After representing the text, students were asked to react to it. Here students became able to answer in English about the story and their opinions about it. When expressing their reaction they could write a complete thought of their reaction to the message of the manga in English. The story as explained before covered a social topic regarding judgment and prejudices which students could extract from the analysis of the story supported in all the stages by the teacher. As shown in the following transcript, the teacher asked during the virtual class to the students about their opinion of the story's social meaning, the students preferred to give a written response in English:

Transcrip 3 : Reaction to the text

T **Why is this story significant to you?**

S1 because it says that people should not be judged for their appearances and they can think what or is of the people.

S2 this story is important because it shows that appearances do not matter, love is blind and can accept everything.

S3 It is important to me because it shows me that you appear no matter what matter is what you really are.

Twenty students also reacted to text in written modes out of the synchronous session. We sent a Google form asking them about their opinions, for example: What would you do if you were Nagi? We received a variety of responses, like: "I was shocked because I would not understand that such a rude girl had those feelings" "I do not know"

“If I were a nagi, I would fix things in a comprehensive way so that they do not misunderstand or think badly of me”. as seemed in the students' responses gave their point of view, as an intent to put themselves in Nagi's shoes. What did you learn about the manga? some students answered “I learned that manga is divided into four structures and that it is comic style and that it helps to improve our abilities to learn a language such as English or others” “do not judge people by their appearance” “That things are not solved with violent and bullying Is not an option”. As exhibited in the answers provided before, students highlighted three different elements they learnt, the first one is related to the metalanguage, the second one to stereotypes and the third one to bullying.

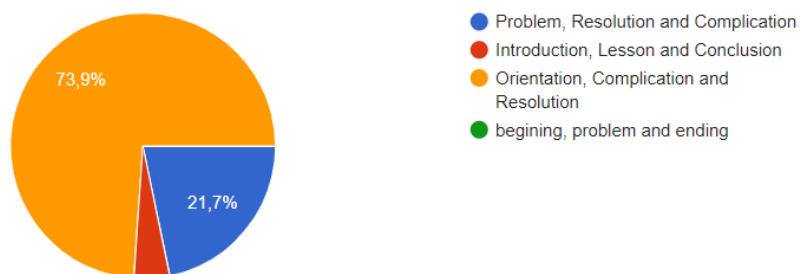
Students could read a new manga by their own and answer genre questions about it

All the stages described before allowed students to do an independent reading and helped them answer some **questions** related to the genre and its content through a google form. Students were asked to read the second chapter of the same manga they read before “Yankee girl in love”. This chapter was different in the sense that it changed the focus of the misunderstanding, from “bullying” to “getting a relationship into a deep stage”. setting the main characters interacting with other side characters to know more about their lovers. Besides, it incorporates a new cultural element from japan's culture that is “people tend to use their first name only with people they are close to”, this manga was sent through whatsapp to students with questions in a google form about the genre type for example, (What is the schematic structure of this manga?, who the participants are, what is the topic; etc). (Appendix B)

Regarding the schematic structure of the text, 73,9% of the students seemed to understand the schematic structure of the manga they read as shown below:

What is the schematic structure of this manga?

23 respuestas



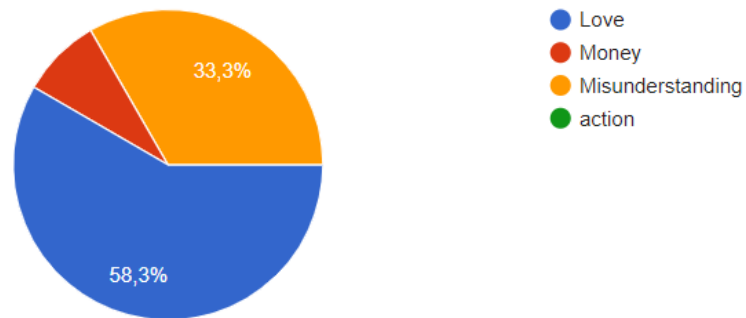
Graphic. 01. *students responses on schematic structure*

Even Though 21,7 % of the students selected color blue which is the incorrect order, they could also identify the part of the manga. However, not all students could get into the answer, only 4.3 % corresponding to 1 student could arrive at the correct choice. The reasons are unknown since we could not be present in a classroom to notice any confusion from the students' understanding. All the cycle was applied online which did not allow us to meet all the students.

Regarding the field of the manga, students could identify the two topics developed in the story: love from the yankee girl towards the boy and the misunderstanding the boy had towards yankee girls, as seen below:

What is the topic or field of this manga?

24 respuestas



Graphic 02 *students response about topic*

As shown, 58,3% of the populations corresponding to 14 students selected the blue color meaning love in the story. While 33,3% answered by 8 of them, picked up the yellow color, misunderstanding. While two students (8,4%)selected the wrong answers. Green color was not taken. This led us to think students understood the topics the manga covered.

Students opinions about the story were very positively and showed their understanding of the expression provided in the manga as seen below : (Appendix C)

What is the meaning of the expression "I can't hold it anymore"?

24 respuestas

Que estoy cansado de algo

I think it means that you can't stay in some uncomfortable or stressful situation any longer.

He does not want to be more silent

That the people or people's are trées of what happens

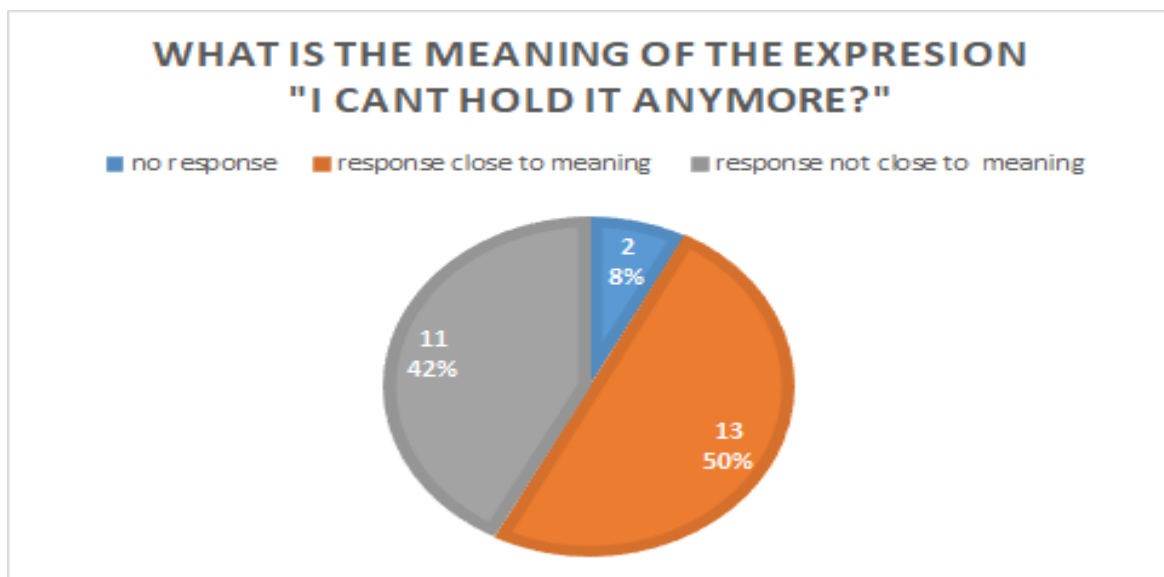
that was already very tired of everything that happened to him

that he can't stand that ayame chases him

that already got tired

when you try to say that you can no longer do that, for example load something and say that you can no longer

Picture. 02. *Students responses from independent construction*



Graphic. 03 *students approximation to meaning*

As it is presented in the graphic, 50% (orange) of the population gave responses that were close to the actual meaning of the expression "I can't hold it anymore" while 42 %

(gray) seemed to provide an answer far from the meaning. 8% (blue) did not respond. In this sense, we might affirm that, even though a big part of the population was not close to the actual meaning in the context in the situation in the manga, the majority of students presented opinions that reflected a closer approach to the meaning in the manga. This suggests students should participate more in explicit teaching, particularly in detail reading for learning how to deal with meaning of words and so forth.

students went further in the meaning of the expression and provided their points of view by related the message with the situation in the story, for example: (Appendix C)

What is your opinion about the situation presented in the story?

My opinion is that it is a great and very interesting story which I would leave as a conclusion to always show you how you really are and never as someone else since you could be known as someone bad Nobody would want to get close to.

I think that sometimes we should try to listen to people so as not to create misunderstandings

Do not draw conclusions without first finding out

that one cannot get carried away by misunderstanding

my opinion is regular

my opinion about the situation is that nagi should explain the misunderstanding to ayame before it gets worse

Picture. 03. *Students opinions from independent construction*

Most of the students who expressed their opinion in english had clear ideas of the situation presented in the manga, students went beyond the message and provided useful information; for example students mentioned : “do not draw conclusions without first finding out?; nagi should explain the misunderstanding to Ayame before it gets worse ” etc. One of the students seemed to be neutral with the opinion “my opinion is regular”. Others suggested future behaviour such as “I think that sometimes we should try to listen

to people so as not to create misunderstanding”. We cannot be certain about the means students used for expressing their ideas. But, they also said similar ideas in the detail reading stage of the first manga they read with us. The following are comments students also shared in the WhatsApp group reacting towards the story they read independently.

I think that this situation happens a lot in the romance category comics where the weak boy falls in love with the rebellious girl or in this case it is the opposite

I think that if there is a misunderstanding, it should be cleared up as quickly as possible so that it doesn't get bigger

As shown in the opinions that the students wrote, Some of them had clear ideas concerning the story because they provided suggestions related to the situation presented in the manga. This shows, some of the affordances students could get to read a manga independently and reflect on the message, schematic structure, and content. Below we described possible inferences concerning students' engagement and motivation to read.

Students' motivation

In order to trace students' progress in their motivation, we interacted with them through WhatsApp by sending audios and receiving responses from learners about their experience and feeling regarding the reading activities and class. Besides improving some students' reading to a certain extent, they seemed to be motivated or at least they enjoyed the exercise of reading the manga and could read one on their own. In the online focus group interview conducted through WhatsApp, students shared positive views towards the implementation of GBP in mangas. We asked students “¿cómo se sintieron leyendo este

manga?, ¿ustedes creen que leer así les gusta?, ¿cómo les pareció la lectura?”. Some students seemed to enjoy the activities they did with us when reading the story. They categorized the reading activities as funny, appropriate to teach reading, as a good method for teaching reading , as a way to discuss with partners and to achieve a deep understanding of the text. (Appendix E).

Tú
🔊 Audio (0:34)
I felt great as it was so much fun and entertaining to read and learn about the manga
11:25 a. m.

Me parece buena la forma de explicar, y lo bueno que deja la explicación del manga, ya que por medio de el nos relatan historias de enseñanza y de comprensión que son muy entretenidas 🙌
11:20 a. m.

Gracias 11:20 a. m.

yo me sentí muy bien leyendo manga, la lectura me pareció muy bien me ayudo a entender el maga mas profunda mente
11:10 a. m.

Para mí la experiencia de manga fue súper chévere ya que es otro método para poder aprender el inglés y muy divertido al momento de socializar con nuestros compañeros
11:12 a. m.

Yo me sentí muy cómoda realizando la lectura del manga me pareció muy interesante y me sentí chévere realizando la lectura con ustedes
11:12 a. m.

As seen in students' comments, they seemed to feel motivated to read using the synchronous and asynchronous genre based activities we adapted for them to read the manga. They said they felt comfortable because they had fun while reading. Students also expressed that it was interesting to read with this method because it gave them deep information about the manga which allows them to share ideas with others. They recognized the teacher's explicit teaching strategy as an appropriate method for english learning, and as a comfortable way of reading. It may happen as teachers were reading along with students allowing comments and explaining concepts and ideas presented in the reading. Students also seemed to like teachers ' support and explanations as they mentioned: “*yo me sentí muy bien leyendo manga, la lectura me pareció muy bien y me ayudó a entender el manga más profundamente*”. Also students had an oral participation in which they responded in spanish as shown below. (Appendix D).

This finding confirms what it was mentioned previously, students felt comfortable reading and with the manga they learned something about the culture in japan.

5. DISCUSSIONS AND IMPLICATIONS

This study dealt with two main findings after applying the GBP cycle for promoting students' reading comprehension skill and motivation. The first finding deals with students' affordances when reading manga in the online class. The second finding deals with students' changes in motivation towards reading after using GBP. It seemed that GBP used within online environments allowed students to become able to read a manga independently. Thus, students' exposure to the two first stages of the cycle (contextualization, purpose and schematic structure) seemed to have contributed positively to support students' understanding of the genre type and register (fied, tenor and mode) they had to read. For example students understood that stories consisted of an orientation, complication and resolution (Derewianka, 1990). This explicit teaching helped students become more aware of the knowledge regarding the genre type. Therefore, it reduced the semiotic load of the story in the manga so students could move comfortably through the reading and its context making it more familiar, as it was found in Almacioglu & Okan (2016) and Megawati & Anugerahwati (2012). The metalanguage used within contextualization and detail reading stages of the cycle supported students meaning making potential. This occurred since students were not exposed to the mere learning of grammar and vocabulary. They rather studied the story within its context, genre, and dimensions of language, such as: context and culture (Halliday & Matthiessen, 2004). This also implies that language should be taught in context from the starting point of our lesson by raising students' consciousness that language is a goal oriented process and occurs in context and is influenced by the situations and that the language that we used is affected by these situations. (Derewianka, 2003).

On a second finding it was shown that students understood the message of the manga because they could propose suggestions that might solve the complication presented in the manga, evidencing the presence of critical thinking. All these was possible due to the previous contextualization provided by the teacher, similar to Smeaton et al., (2016) findings, who highlighted students' information awareness on message and possible application in real life experience. The finding also showed that students could reflect and go beyond the lesson the story suggested. This happened because of the interaction we had during detailed reading. Students seemed to pay attention and discuss information from the messages we could extract from the metaphors, phrases and terms from the story segments chosen for detailed reading. However, it seemed that the teachers' role during the first two stages of the cycle was more active than that of students. This occurred because these stages of the cycle are for teachers to explicitly teach concepts, metaphors, provide examples and so forth. It served to provide students with all the linguistic choices and schematic structure needed for the independent construction. As it was found in previous research (Pryde, 2015) teachers tend to speak more than students during conversations, but we consider it as the key to lead students into a comfortable reading process. Therefore, we suggest devoting more time to the deconstruction stage to discuss more about context and schematic structure within the manga, so that students increase their metalanguage before reading, and achieve become more secure at reading and expressing opinions. Some other language practice exercises can be included to support students lexicogrammatical choices such as worksheets, games, discussions, presentations etc.

The second question of this study dealt with students' motivation. It was shown that using GBA and manga served to enhance some students' motivation when reading. Besides

being perceived as funny and interesting, students also agreed that it was an appropriate method or strategy for English learning. Some of the students explained this way of reading permitted them to access deep information about the manga they read, clearing the path so they can feel comfortable during the reading and propose their own responses to solve problems in the narrative. In this sense, it is clear that motivation as it is found in Yunus et al (2012) plays an important role in language learning. We suggest teachers using comics and mangas as texts they can integrate in the reading class to motivate students and support their understanding with visual aids.

For further research, we suggest investigating students' comprehension of mangas by means of understanding how metalanguage used within the reading to learn cycle supported students during speaking and writing activities. Besides, we recommend revising the technologies we used within the study to recognize their utility for increasing students' interests towards reading.

6. CONCLUSION

In conclusion, the study found that GBP is an approach that can be adapted to teach reading comprehension with mangas. As it was described in the findings, the use of genre based pedagogy and mangas indicated that students were able to read independently and understand the message from the manga, because of the teacher's explicit explanations of knowledge regarding the genre type. This cycle was applied only once. However, students showed very good reading results in the independent stage concerning the schematic structure of the manga, filed, tenor and mode.

it seemed students felt comfortable because explicit teaching of terms reduced the semiotic load during the reading stage. Students found the manga funny and interesting and they got familiar with reading.

They also reacted positively to Some of the limitations that we faced during the study were time and online activities. Regarding time, some sessions were very short and we did not have the opportunity to explore other categories of the manga. In terms of online activities, it was very complicated to have all students participating and interacting so we could not know much about all the students in the class since they lack the internet and good mediation means for virtual teaching. Finally, adapting the stages of the cycles for online teaching was also very challenging since we should not assist students as if in a face to face meeting.

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8. APPENDIX

Appendix A. *Students representation of the text*

Representing the text

place the pictures and answer the question

Orientation		
Complication		
Resolution		
Partioloipants in the manga		






Context		
Why is this story significant to you?	<ul style="list-style-type: none"> - because it says that people should not be played for their appearances and they can think what or is of the people 	<p>this story is important because it show that appearances do not matter, love is blind and can accept everything</p>

Representing the text

Orientation First someone is asking yo Nami his name		
Complication behind of them there was a baseball match, so someone threw a ball and hit him on his head		
Resolution AND finally nami says that someone has been bullying him and		

Participants in the manga Nami Nami's girlfriend AND another friends		
Context They were in like their school		
Why is this story significant to you?	For me, this story is important since they show us a little of the culture they have in Japan as the clothing of criminals	

Representing the text

Orientation		
Complication		
Resolution	 	
Participants in the manga		



Context		
Why is this story significant to you?	Well, I liked the story a lot but from there to being important to me, No. I just liked it and that's it.	

REPRESENTING THE TEXT	
Orientation	
Complication	
Resolution	
Participants in the manga	<div> Ayame Lchan </div> <div> Kazamarihaigi </div>




Scribe	
Context	<p>It is a romantic school manga about a boy called nagi an ordinary boy. It is a romantic comedy when a girl with a reputation as a delinquent named ayame when she confesses to him and due to a misunderstanding he now accepts nagi. His resolves around his relationship with Ayame who maybe is not as delinquent as he thought.</p>



Representing the text

Orientation		
Complication		
Resolution		
Participants in the manga		

		
Context		
Why is this story significant to you?	<p>It is important to me because I learned many things about Japanese culture and distinguish criminals by their clothing.</p>	


Representing the text

Orientation		
Complication		
Resolution		
Participants in the manga		
Context		

		
Why is this story significant to you?	<p>Because teach us that sometimes people are not like they seem or like we believe that they are.</p> <p>Darcy cavadia</p>	<p>Because teach us that before of answer something you have to think, analyze or ask(if you don't understand or you're not sure) what ask you for prevent misunderstanding.</p> <p>Darcy cavadia</p>


Representing the text

Orientation		
Complication		
Resolution		
Participants in the manga		

		
Context		
Why is this story significant to you?	This story is important to me because it touches me part of the culture of Japan, I also find the story interesting and entertains me when I'm bored.	

Representing the text

Orientation		
Complication		
Resolution		
Participants in the manga		

Context		
Why is this story significant to you?	This story is important to me because it teaches me to understand and understand that people by their appearance does not mean that they are criminals. it also teaches me to understand sleeves	

Appendix B. *reaction to text*

What would you do if you were Nagi?

could help people

What did you learn about the manga?

that we all have to collaborate

Do you think this can happen to you? Why?

yes, it can happen to all of us

Full Name *

jenifer rios benitez

What would you do if you were Nagi?

Well, if I were nagi, I could be friends with them and try to have a good relationship

What did you learn about the manga?

I learned that there are many times there are people who want to do you a lot of damage and make you bulging but the most correct thing is to dialogue to solve the problems

Do you think this can happen to you? Why?

Well, if I think I can pass because many times there are compñores who want to make you suffer for something in specific

Full Name *

Mishel Romero 8A

What would you do if you were Nagi?

Defend myself

What did you learn about the manga?

Not to let them bullying me

Do you think this can happen to you? Why?

Yes, why are there Bad people who judge them to do evil to others

Full Name *

Luis Fernando Berrío Villadiego 8°a

What would you do if you were Nagi?

I would accept Ayami for her affection towards Nagi

What did you learn about the manga?

I learned its structure and some new concepts as yankee

Do you think this can happen to you? Why?

Yes, although it is unlikely, everything in this life is possible and who knows if I can find myself in this situation

Full Name *

Irene Atencio Barrios 8A

What would you do if you were Nagi?

I would appreciate my girlfriend

What did you learn about the manga?

That you can learn english through cartoons

Do you think this can happen to you? Why?

Yes

Full Name *

Luis Gabriel Coronado Arteaga. 8A

What would you do if you were Nagi?

If I were nagi, I wouldn't ask him out even if I was in love with him because he thinks I'm a criminal because of the way I dress

What did you learn about the manga?

What I learned was that manga makes English a little easier for me

Do you think this can happen to you? Why?

no because that's like fiction

Full Name *

Mariana Hoyos García

What would you do if you were Nagi?

If I were nagi, agree to go out with Ayame

What did you learn about the manga?

do not judge people by their appearance

Do you think this can happen to you? Why?

I do not believe because I do not like to socialize a lot with people

Full Name *

Oscar Miguel Martinez Perez 8°A

What would you do if you were Nagi?

Conocerla para ver si algo puede pasar entre los dos

What did you learn about the manga?

Que con él manga es mucho más fácil aprender inglés

Do you think this can happen to you? Why?

Pues Nose porque,no depende de mí que me pase

Full Name *

Juan David Carrillo Núñez

What would you do if you were Nagi?

I would have passience and understanding

What did you learn about the manga?

that you have to help and understand other people

Do you think this can happen to you? Why?

If it could happen to me because that is something common in life

Full Name *

Jhonar Macea Gutiérrez

What would you do if you were Nagi?

I would solve problems with Ayame in a better way, and I would ask her not to be so aggressive

What did you learn about the manga?

I learned how to read a manga, what its story should have, its origins

Do you think this can happen to you? Why?

Yes, because when I talk to people they usually have misunderstandings with me, because sometimes I don't understand them

Full Name *

Dylan Alejandro De La Cruz Mendez

What would you do if you were Nagi?

I would tell my colleagues that I am not a bad influence or

What did you learn about the manga?

That someone bullying you will always have a friend

Do you think this can happen to you? Why?

Yes why he never knows who he's dealing with or anything

Full Name *

Brayan stiven guerrero galarcio

What would you do if you were Nagi?

try to understand me

What did you learn about the manga?

I learned not to leave for appearances

Do you think this can happen to you? Why?

I don't think it could happen to me because I don't have friends like that

Full Name *

Luis Javier Banda Patiño

What would you do if you were Nagi?

I would not have been afraid and would have taken things calmly

What did you learn about the manga?

That things are not solved with violence and bullying is not an option

Do you think this can happen to you? Why?

I don't really think so because you have to take things calmly AND not accede to violence and speak with respect

Full Name *

García Padilla Tulio cesar

What would you do if you were Nagi?

If I were a nag, I would fix things in a comprehensive way so that they do not misunderstand or think badly of me

What did you learn about the manga?

I learned that manga is divided into four structures and that it is comic style and that it helps to improve our abilities to learn a language such as English or others

Do you think this can happen to you? Why?

Yes, because they could make you known as a bad person by the way you dress or the way you talk etc.

Full Name *

José Gabriel Álvarez Patrón de 8-B

What would you do if you were Nagi?

A good being

What did you learn about the manga?

Man

Do you think this can happen to you? Why?

Full being

Full Name *

Kaleth duban Mejia saenz grado 8 D I will

What would you do if you were Nagi?

A good being

What did you learn about the manga?

Man

Do you think this can happen to you? Why?

Full being

Full Name *

Kaleth duban Mejia saenz grado 8 D I will

What would you do if you were Nagi?

I would speak things well and explain that I am not a criminal as he thinks

What did you learn about the manga?

which is very cool and entertaining a way to spend some time reading manga

Do you think this can happen to you? Why?

not because I'm very good with people and I don't dress badly or anything like that

Full Name *

Hernán jose perez Navarro

What would you do if you were Nagi?

If I were Nagi, I would have obeyed the rules that are proposed in Japan and not break them because I would commit a very serious crime and they would make me look like a criminal

What did you learn about the manga?

What I learned about the manga is that I can learn and understand the topics covered in it since it is not so difficult to interpret it and I can also learn to understand more English.

Do you think this can happen to you? Why?

Not because if i take into account they rules proposed by each country such as : Japan , China , among others, then i would not run they risk of committing a crime like nagi did.

Full Name *

FIDEL JOSÉ NEGRETE FLÓREZ

What would you do if you were Nagi?

i would like to search a teacher because he can help me with my bullying problem

What did you learn about the manga?

I learned new word that those can improve my vocabulary

Do you think this can happen to you? Why?

Yes, that problem can happen whatever people because in whatever place there are bad people

Full Name *

Danna Ayala

What would you do if you were Nagi?

I do not know

What did you learn about the manga?

that by means of the sleeve it is easier to learn English because by means of drawings it is easier

Do you think this can happen to you? Why?

I don't know because I can have friends the same as her and I don't know

Full Name *

Jesus narvaez

What would you do if you were Nagi?

I was shocked because I would not understand that such a rude girl had those feelings

What did you learn about the manga?

that appearances can be deceiving

Do you think this can happen to you? Why?

if it can happen because there are people with many feelings

Full Name *

César Mercado Osorio

Appendix C *independent construction google form*

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama nagi

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

when you try to say that you can no longer do that, for example load something and say that you can no longer

What is your opinion about the situation presented in the story?

Full Name *

Brayan guerrero 8:C

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

ayames friend, ayame and nagi

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

the expression I can't hold it anymore means that the person who said it is angry

What is your opinion about the situation presented in the story?

I think that this situation happens a lot in the romance category comics where the weak boy falls in love with the rebellious girl or in this case it is the opposite

Full Name *

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama, anzu, ayame-chans_gang and nadeshiko.

Where does this story take place?

- ☐ In a restaurant in China
- ☐ In a school in Japan
- ☐ In a farm in Japan
- ☒ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

sad because she did not want to continue mistreating him.

What is your opinion about the situation presented in the story?

no one has to mistreat another person no matter what they have done.

Full Name *

BRYAN ANDRES MUÑOZ OVIEDO

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☒ Introduction, Lesson and Conclusion
- ☐ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

He does not want to be more silent

What is your opinion about the situation presented in the story?

I think the story and the characters are very good

Full Name *

Brisbaneth polo cantero 8-C

What is the schematic structure of this manga?

- ☒ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☐ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☒ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Where does this story take place?

- ☒ In a restaurant in China
- ☐ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

.....

What is your opinion about the situation presented in the story?

.....

Full Name *

cardenas jhosep

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Nami, Ayame AND another friends

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

Not continue to endure something.

What is your opinion about the situation presented in the story?

We must be tolerant, good friend, not be ride to people.

Full Name *

Erwin David Ballesteros Vergara del grado 8:B

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☒ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

that he is already becoming a worthless person in his life

What is your opinion about the situation presented in the story?

that one cannot get carried away by misunderstanding

Full Name *

Jesus narvaez

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama and chane

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

That the cannot hide his love anymore

What is your opinion about the situation presented in the story?

It's a hidden love story that must be relieved

Full Name *

Martin Elias Ramos Espitia

What is the schematic structure of this manga?

- ☒ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☐ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Magui and her crush and the bad boys

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

that was already very tired of everything that happened to him

What is your opinion about the situation presented in the story?

Well, a little bad since they made Magui suffer a lot

Full Name *

Mishel Romero 8A

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☒ Misunderstanding
- ☐ action

Who are the participants in the story?

kasama, sudolisan, ayame chan,

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

Means that You can not keep quiet or keep hiding something

What is your opinion about the situation presented in the story?

Do not draw conclusions without first finding out

Full Name *

Luis Fernando Berrío Villadiego 8ºA

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☒ Misunderstanding
- ☐ action

Who are the participants in the story?

Magi, ayame and friend

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

That the people or people's are tries of what happens

What is your opinion about the situation presented in the story?

My opinion is that is was wrong because he interpreted things that were not and had to ask him

Full Name *

Wendy Sofía Álvarez Núñez_grado 8a

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama, Ayame chang, Ayame anzu

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

I can't be quiet anymore

What is your opinion about the situation presented in the story?

It's an interesting situation

Full Name *

Luis Coronado Arteaga 8A

What is the schematic structure of this manga?

- ☒ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☐ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kasama and Nagi

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

I mean, he can no longer resist something worse

What is your opinion about the situation presented in the story?

Well, when he says I can't do more, it's because Nagi is telling his friend secrets and I think it's very good that kasama knows more about Nagi

Full Name *

Juan David Carrillo Núñez

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☐ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

.....

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

that already got tired

What is your opinion about the situation presented in the story?

I really loved the manga

Full Name *

Keiner Dario Bader Alvarez

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☒ Misunderstanding
- ☐ action

Who are the participants in the story?

Nagi and ayame

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

"No puedo aguantar mas"

What is your opinion about the situation presented in the story?

My opinion is that this story teach us a lot of things like of appereances or maybe LOVE.

Full Name *

Darcy Sandrith cavadia ortega

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama , Nigi , Sudou Ayame , Anzu , chans gang , Nadeshico

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

Que estoy cansado de algo

What is your opinion about the situation presented in the story?

Mi opinion es que es muy interesante

Full Name *

Sergio David Villadiego Villadiego

What is the schematic structure of this manga?

- ☒ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☐ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

ayame's friends, ayame, a student, nagi

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

The expression I can't take it anymore means Nagi's pressure to explain the misunderstanding to Ayame

What is your opinion about the situation presented in the story?

my opinion about the situation is that nagi should explain the misunderstanding to ayame before it gets worse

Full Name *

Dylan Alejandro De La Cruz Mendez

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ beginning, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama ,Anzu , Sudou Ayame , Nadeshico , Chans Gang

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

Significa de que esta cansada

What is your opinion about the situation presented in the story?

Mi opinion es que me gusto

Full Name *

Helen Milena Doria Villadiego

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

the protagonist: Kazama Nagi, his girlfriend: Sudou Ayame, and Ayame's friend: Nadeshiko.

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

not being able to resist something or someone anymore.

What is your opinion about the situation presented in the story?

My opinion is that it is a great and very interesting story which I would leave as a conclusion to always show you how you really are and never as someone else since you could be known as someone bad Nobody would want to get close to.

Full Name *

José Gabriel Álvarez Patrón 8"B

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☒ Misunderstanding
- ☐ action

Who are the participants in the story?

Kazama Nagi, Ayame-Chan, Sudou-San, Nadeshiko, Hingry Ah.

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

I think it means that you can't stay in some uncomfortable or stressful situation any longer.

What is your opinion about the situation presented in the story?

I think that if there is a misunderstanding, it should be cleared up as quickly as possible so that it doesn't get bigger

Full Name *

Alejandra Muñoz 8B. La Ribera.

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☒ Misunderstanding
- ☐ action

Who are the participants in the story?

KAZAMA, AYAME'S

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☒ Spoken
- ☐ Written

What is the meaning of the expression "I can't hold it anymore"?

la profunda conviccion de que las buenas ideas son destinadas a tener exito.

What is your opinion about the situation presented in the story?

que todo es un mal entendido

Full Name *

Randy Ballesteros Morelo

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☒ Love
- ☐ Money
- ☐ Misunderstanding
- ☐ action

Who are the participants in the story?

yankee girl in love

Where does this story take place?

- ☐ In a restaurant in China
- ☒ In a school in Japan
- ☐ In a farm in Japan
- ☐ In a school in Korea

Is this story spoken or written?

- ☐ Spoken
- ☒ Written

What is the meaning of the expression "I can't hold it anymore"?

the expression "I can't take it anymore"

What is your opinion about the situation presented in the story?

my opinion is regular

Full Name *

danna noriega cardenas 8A

What is the schematic structure of this manga?

- ☐ Problem, Resolution and Complication
- ☐ Introduction, Lesson and Conclusion
- ☒ Orientation, Complication and Resolution
- ☐ begining, problem and ending

What is the topic or field of this manga?

- ☐ Love
- ☐ Money
- ☒ Misunderstanding
- ☐ action

Who are the participants in the story?

Nagi

Sudou

Ayame-chan's gang

Where does this story take place?

☐ In a restaurant in China

☒ In a school in Japan

☐ In a farm in Japan

☐ In a school in Korea

Is this story spoken or written?

☒ Spoken

☐ Written

What is the meaning of the expression "I can't hold it anymore"?

you use this expression when you can't do something again because you are tired

What is your opinion about the situation presented in the story?

my opinion is that you need to know what is the point of view of everyone to after say your conclusion

Full Name *

Danna Ayala

Appendix D *Ethnographic narrative*

The following document is intended to detail what happened, in a virtual class in the Zoom platform with a number of 38 students from the school, date 05/10/2020 at 9 am in order to apply the research project reading mangas in the EFL class. GBP. The teachers introduced themselves to the students, and the preparation for the reading stage began.

At the beginning of the class, the teacher showed a slide presentation about manga and he asked the students a series of questions, before starting the reading.

[0:01:42- 0:03:03]

Turn	participant	Intervention
1	T	Have you ever read a manga?¿Alguna vez han leído un manga antes?
2	S?	yes!
3	S?	no
4	T	algunos sí otros no, What do you think is a manga?¿que creen que es un manga?, ¿cómo podemos definir un manga?
5	S?	a comic
6	S?	como una historieta
7	T	comic o historieta está bien, a:mm what are the common topics in manga?, cuales serian las temáticas más comunes aquellos que conocen ?
8	S?	action
9	T	Action, what else?
10	S?	a series of drawings una serie de dibujos digamos
11	T	Umm:::, romance
12	S1	profe es como una serie de dibujos, una serie de dibujos osea que muestran una acción o como algo en común
13	T	Ok, entonces la siguiente pregunta, next question,do you have any favorite <u>manga</u> ?¿Tienen alguno favorito aquellos que ya han leído mangas?
14	S?	yes!
15	T	Which one?, cuales?, nombres
16	S?	no me acuerdo el nombre,Tokyo ghoul
17	S?	Nanatsu no taizai
18	T	Nanatsu no taizai!
19	S?	Naruto!
20	T	narut:o, I think that we all know them; they are very popular! right?

Which showed What they had ideas of what a manga was. After that, the teacher showed them a video explaining what a manga was, how it was read, what are the manga

genres and how each person drew their manga differently, Teacher showed them the video in order to give them more ideas about the manga.

Teacher clarifies to the students what a manga was, after that, Teacher showed the students the two formats with which a manga can be read, and the teacher showed the students the schematic structures of the manga.

[00:08:08- 00:12:26]

Turn	Participant	Intervention
1	T	vamos a hablar del término particular que se llama schematic structure, of manga, ya vamos a hablar directamente acerca de características, por lo general tendemos a pensar que una narrativa tiene una estructura cierto?, cuales son las narrativas que nosotros conocemos en Español, or in English, it doesn't matter, for example, I'll give you one, <u>fable</u> , fábula, que otros ejemplos conocen ustedes?
2	S?	el mito
3	T	el mito, a myth
4	S?	xxx
5	T	how? ¿Cómo? I couldn't listen that, no pude escuchar esa, la ultima intervencion, <u>the myth</u>
6	S?	leyenda!

- 7 T Legendsx2, leyendas cierto.(0.0) Bueno entonces todas estas tiene una estructura de cómo se organiza, de cómo comienza el desarrollo, y cómo se va a desenvolver al final, cierto, eso es una estructura con eso nos referimos a schematic structure, yo opino que si quieren tomar unos cuantos apuntes los pueden tomar aquí listo?, y si tienen preguntas claro que también lo pueden hacer. Aquí lo que vamos a hacer es prepararnos para lo que será la lectura, todo lo que engloba este manga (0.0) bien aquí les voy a mostrar lo que sería un ejemplo, de esta schematic structure, toda narrativa, tiene lo que sería una fase de orientation, que sucede en la orientation simplemente nos presentan nuestro protagonista, nuestro main character, the protagonist, nos van a hablar de cómo es él, que hace él, lo más normal, aquí lo que vamos a aprender quién es él, nos dicen el nombre, y aquí en este ejemplo tenemos a, démosle un nombre clave. Llamémoslo kouta, él va a empezar su secundaria, va hacer nuevos amigos, quiere divertirse, pasarla bien. Esta es nuestra orientation, nuestra introducción.
- Pasemos entonces a la que será la siguiente fase, complication, en una complication sucede, un problema, una complicación si lo traducimos literalmente!, aquí en nuestro ejemplo kouta esta con sus amigos y resulta que en el colegio al que ellos van, está lleno de chicos rebeldes, cabellos pintados desarreglados que no se visten bien el uniforme correctamente, son rebeldes, delincuentes, yaankies. Muchos nombres les podemos dar
- 8 S? Osea, que literalmente como que sufren de bullying algo así
- 9 T Exacto!, si, eso es cierto
- 10 S? Osea que literalmente como que sufren de bullying?

- 11 T Ujummm si, esa es la complicación ese es el problema porque? porque quiere vivir una vida (.) disfrutable en la escuela cierto tener amigos pasarla bien todo eso es lo que desea un adolescente en secundaria, pero entonces resulta que la escuela a la que él asiste está llena de este tipo de estudiantes, eso es una complicación un problemita! bien. La siguiente fase es resolution. Resolution es lo que se le llama a una forma de Buscar soluciones, Cómo se resuelve o sea esto de forma negativa o positiva en esta historia kouta lo que va hacer es encontrar un hechizo y este hechizo le hace que esta muchachita de aquí, esta jovencita se enamore de él entonces resulta que la chica que se termina enamorando de él es en realidad la chica más fuerte de la escuela eh:h entonces ella los va a defender a él y a sus amigos de todos estos estudiantes Rebeldes, bien? Eso es un tipo de resolución ustedes que opinan Esta es una resolución positiva o negativa?, the resolution, this is positive or negative?
- 12 S? negativa
- 13 T Negative, por que? why?
- 14 S? Negative
- 15 T Why?
- 16 S Porque la alumna para defenderlo tiene que pelear con los demás
- 17 T Um:::mmm, pero al final ellos terminan a salvo cierto? Entonces es ambas tiene una positiva pero una negativa al mismo tiempo.

The teacher prepared students to read a manga, showing them another characteristics of another manga, this time a manga called yankee girl in love

[00:12:27- 00:19:52]

Turn	Participant	Intervention
1	T	okay let's take a look to our Manga ahora vamos ver a echarle un vistazo al Manga que vamos a trabajar aquí Este es un ejemplo pero vamos a pasar a otro. Este es un manga que vamos a trabajar se llama Yankee girl in Love conocen esta palabra <u>Yankee</u> ? Yankee es un término que se refiere a estudiantes <u>Rebeldes</u> japoneses, Entonces tenemos aquí <u>yankee Girl</u> alusión a la chica <u>In Love</u> quiere decir que esto, ¿Qué tipo de temática?
2	S?	romance ((español))
3	S?	Romance ((english))
4	S?	Romance ((spanish))
5	S?	Romance

- 6 T Bien entonces ya exploramos que un manga es un género narrativo tiene una orientación, tiene complication tiene resolution pero aparte de eso Tiene muchas más (0.0) características tiene context un contexto donde se desarrolla esta historia que está sucediendo en esta historia entonces nuestro contexto es una escuela secundaria en Japón aquí es donde va a suceder las cosas así que vamos a encontrarnos con algunas características culturales con las cuales nosotros no estemos acostumbrados bien? Tenemos un Topic-
- 7 S? Una pregunta
- 8 T pregunten
- 9 S? ¿Las mangas son de origen japonés?
- 10 T sii, exactamente son producidas en Japón por eso
- 11 S? Um:::mm
- 12 T Son producidas en Japón(.1) y por es que vemos la temática por eso es que vemos muchas temáticas diferentes se lee en forma diferente porque lo normal es que nosotros leemos de izquierda a derecha pero para ellos es diferente, Eso es una diferencia cultural listo porque viene de otro lugar
- 13 S? Yes!

Nosotros las conocemos como historietas cómics en Estados Unidos en inglés cómics hay otros países que tienen otros nombres pero este es el nombre para Japón listo? aquí lo vemos en la definición qué decimos que es un formato producido en Japón japan Okay alguna otra pregunta? tengo que revisar también el chat si me están escribiendo en el chat también Me avisa listo listo? Entonces tenemos un contexto que se desarrolla en una escuela en Japón pero también hay un Topic, el topic de este manga además de Romance es misunderstanding conocemos esta palabra misunderstandings, misunderstandings es malentendido(.) el malentendido que vemos aquí en la historia es ésta es que ella es vista como una delincuente por su apariencia cómo reacciona a las cosas es vista como una delincuente porque? porque en Japón hay un estereotipo esto es otra cosa cultural eh:h que hay muchachas que llevan una falda muy larga entonces físicamente ellas son vistas como Rebeldes hay una etiqueta hay una forma estricta en la cual los estudiantes deben atenerse todos aquellos que vienen con cabellos pintados faldas la:::argas todo fuera del uniforme es visto como Rebelde Así que ella es vista como una delincuente por qué tiene Esa apariencia sin embargo como vemos aquí parece que no es así parece que va a ser muy distinto pero cuando llegamos allá vamos a ver cómo ella es además de tener contexto vamos a tener tenor aquí por lo que vemos en estas imágenes qué es lo que podemos entender por tenor

- | | | |
|----|----|---|
| 15 | S? | Protagonistas de la manga |
| 16 | T | Okay the protagonists aquellos que van a interactuar en la historia esos son el tenor y cuando estudiamos el tenor tenemos que saber quién son todos entonces Kazama Nagi soudo ayame and ayame's Friends esta chica se llama a ayame y Estos son sus amigos aquí tenemos otra diferencia cultural que debemos prestar atención porque este es el apellido del chico y este es el nombre del chico por unas cuestiones formales ellos inician nombrando el apellido en vez del nombre, umm cómo es aquí en Colombia, primero y luego el apellido- |
| 17 | S? | Primero el nombre, luego el apellido |
| 18 | T | Entonces como nosotros daríamos el nombre de este chico, aquí en Colombia |
| 19 | S | Nagi kasama |
| 20 | T | Nagi Kasama, y lo mismo seria para la chica |
| 21 | S? | Ayame Sodou |

- 22 T Ayame Soudo. Pero en Japón los apellidos van primero listo? por pura formalidad es lo más forma y lo más respetable y las chicas que serán las amigas de nuestra protagonista, Entonces por lo que sabemos ayame va a ser como la que va a llevar el malentendido porque va a ser vista como una delincuente Y tenemos a kazama Nagi Qué es el que va a poner el malentendido, él es un chico llamémoslos quizás muy nervioso como para tener esa perspectiva y que se deja guiar por estereotipos porque esto que está aquí es un estereotipo. Ahora les pregunto yo un estereotipo ¿Es bueno o malo? Is it Good or is it bad?
- 23 S? Malo
- 24 S? Malo
- 25 T Ok entonces vamos a ver, porque puede ser un estereotipo malo?.
- 26 S? Por su forma, por su apariencia
- 27 T No, porque puede ser malo, porque para una persona es malo
- 28 S? Porque puede dar una mala impresión de uno
- 29 T Bien!, very good, Bueno entonces qué características hemos explorado?-
- 30 S? Puede tener una perspectiva

- 31 T una perspective, a wrong perspective una perspectiva equivocada
Entonces tenemos schematic structure tenemos orientation Qué
es cómo inician las historias complication un problema que se
presente y resolución una posible resolución sea posible no tiene
que ser explícita listo y tenemos características tenemos un
contexto del cual vamos a ir allá un topic personajes tenor context
and a mode este es más complicado pero al mismo tiempo más
fácil aquí nosotros tenemos el mode es la forma como el texto se
va a representar va llegando a una comunicación nosotros
pensaríamos que esto es escrito porque tiene texto y nosotros lo
vamos a leer cierto?
- 32 S? Yes
- 33 T pero en la misma historia es actualmente spoken ellos no nos van
a hablar a nosotros Pero ellos están interactuando entre ellos, Ellos
están hablando entre ellos así que el modo es spoken porque hay
conversaciones entre ellos como vemos aquí hay siempre una
causa y respuesta eso es una conversación, eso es un diálogo,
entonces tenemos claros todos estos conceptos cierto?
- 34 S? Yes
- 35 T Bien

At the end of showing the examples they were ready to do detailed reading, where the teacher read the text part by part while interacting with the students at the same time. During the detailed reading, teacher alludes to the stereotypes

[00:52:02- 00:54:04]

turn	participant	intervention
1	T	you said it yourself didn't you cuando hablan de esto, Esto es pasado esto es said pero en pasado Así que tú mismo lo dijiste cierto? ahí vamos pensando Entonces ellos se conocieron antes porque parecía que la evaluaban por primera vez pero no parece que se habían visto antes y ella le escuchó decir que a él le gustaba este tipo de ropa es lo que entendemos cierto ?
2	S	yes ellos como que se conocen hace tiempo
3	T	Hace tiempo en algún momento otro día hace un mes hace una semana quién sabe Aquí vemos el siguiente panel donde aparece un niño muy <u>pequeñito</u> alguien muy pequeñito y dice I like Girls with long and silky Hair who looks like a Princess long and silky hair who lo:oks like a Princess
4	S	osea como que parece una princesa que es linda la ropa que tiene puesta
5	T	¿ Quién es este niño Who is this Boy?
6	S	de pronto ese es eso es una niña pero debe ser el hermano de la niña no es una niña: a quién se parece
7	T	a quién se parece

8	S	al protagonista al hermano de del muchacho
9	T	pero aquí no nos han presentado al hermano del muchacho a nosotros no nos han mostrado al hermanito
10	S	profe eso no es una niña no?
11	T	es un niño it's a boy esta ropita que ven aquí esto es atuendo de preescolar Entonces lo utilizaban en Japón, en Japón hay muchos uniformes así para niños de preescolar para todos niños y niñas se visten igual así que quién es este niño es simplemente nuestro protagonista Nagi

Another example of the interaccion with the teacher about stereotypes is shown

below:

[1:10:10- 1:11:17]

turn	participant	intervention
1	T	A ustedes les dejan hacerse tatuajes en el colegio?
2	S?	No:::
3	T	porque no les dejan hacerse tatuajes
4	S?	porque es mala presentación
5	T	Okay es mala presentación en este caso en japon quién se hace un tatuaje es porque pertenece a alguna pandilla, entre los estudiantes claro está porque de pronto pertenece a un grupo Una Pandilla está en problemas es una persona agresiva Entonces como estudiante lo que buscan es esconder eso cierto? De pronto es que si nosotros vemos a alguien con mangas largas en un lugar donde no usamos mangas largas tal vez Entonces está escondiendo un tatuaje debajo de esas mangas largas eso pasa aquí también en Colombia o no
6	S?	si:::i
7	S?	aveces
8	T	hay muchos estereotipos cierto juzgamos mal malas personas cierto? por primeras impresiones
9	S?	Yes!

T sin saber ni quiera les preguntan listo tenemos una imaginación uff volátil! enorme entonces nadie es igual a nosotros los colombianos (0.1) japoneses colombianos igual nos imaginamos cosas

The teacher asked this because both in Colombia and Japan, people judge a book by its cover, that is, they are carried away by appearances.

[1:11:55 - 1:13:25]

Turn	Participant	Intervention
1	T	En qué otro tipo de situaciones podremos tener este tipo de frases que es <u>I'm conscious about my body figure</u> um?
2	S?	cuando va:as a::a alguna parte como, un centro comercial que te vas a comprar una camisa y te tiene que quitar la que tienes por ejemplo, y tu tienes una cicatriz en el cuerpo O:o sea no te la quieres quitar porque no la quiere mostrar
3	T	e::e correcto eso es un buen ejemplo es muy buen ejemplo y aquí el responde a <u>Maiden!</u> no es una delincuente es una Maiden ella no quiere Mostrar su cuerpo es, es consciente ese de su cuerpo no les gusta mostrar su cuerpo y por eso utiliza esa falda larga Entonces él piensa, es es una dama no es una delincuente no es una Yankee comienza este problemita de <u>confusión</u> Pero entonces aquí ya, ya tenemos un cambio de mente ya se ve más tranquilo cierto lo vemos <u>calm</u> porque en todo esto ((the teacher goes back to previous panels of the manga)) siempre lo vemos <u>confundido</u> lo vemos exaltado en toda la historia pero ya aquí, ya comienza a calmarse lo vemos con una cara distinta, que bueno entonces no era lo que yo pensaba dice her personality la personalidad the personality sure doesn't fit her looks fit es una expresión de encaje
4	s?	entonces que su personalidad no encaja para nada con su cuerpo

After detailed reading, the teacher showed the students which parts of the manga were the orientation, the complication and the resolution, and he explained them again.

[01:21:40- 01:23:40]

turn	participant	interaction
1	T	tenemos lo que sería orientation complication y resolución en la orientación es cuando nos introducen todo cierto nos muestra a personajes a la chica Todo Cómo se está llevando los personajes toda la situación que es que ellos están en un colegio y ella se está confesando a él todo esto, eso es todo en la orientación, pasamos a complication cuando ya es cuando ya comenzamos a ver cómo que hay un malentendido y él inicia empieza analizar todo eso y en problemas que era aceptó ser la pareja de esta chica aunque él no sabía que estaba haciendo <u>eso</u> y cuando llegamos al final Qué es resolución es que sucedió al final qué hizo él
2	S	el comenzó a entender todo él estaba confundido, porque ella había dicho que que ellos eran novios
3	T	entonces aquí queda como están explicando todo este malentendido están aclarando todo este mal entendido y cuál es la expresión que utiliza I guess it's impossible afterall ya no hay nada que hacer esa es la resolución es positivo Qué dice los muchachos es positivo o negativo
4	S	positiva
5	T	why, <u>porque</u> ?
6	S	porque él está queriendo decir así como con violencia o algo así
7	T	Pero él porque no sé digamos que el Ahora tiene novia Eso es bueno o Eso es malo?

8	S	bueno
9	T	y las chicas que dicen eso es bueno o malo Sofia tú qué dices
10	S	depende yo digo que bueno normal, normal no?
11	T	Bueno pero tenemos todo tenemos la Orientation y yo tenemos la complication Y tenemos toda resolución todo eso se dio en esta historia entonces podemos decir que esto es una narrativa porque tiene todo estos <u>componentes</u>

When he finished teaching, teacher Diego, and teacher Samuel, thanked teacher Yurisan and the students for their participation.

Second session

In order to obtain deeper information about the interaction of students with the text, the stage of detailed reading was resumed again, specifically the complication of the narrative in the manga before proceeding to the representing the text stage as shown below.

[00:07:40- 00:10:57]

Turn	Participant	Intervention
------	-------------	--------------

- 1 T Do you remember this Part of the Story What is happening here
Do You remember we were Reading a Story about a
misunderstanding of a Boy and Girl, the boy and the girl were
called Nagi and Soudo Ayame so let's read, in this section, this
segment, what is happening? Who can read this? Juan Can you
read it? this Part here, I need to do Something About this
- 2 S I need to do Something About this
- 3 T O:::r?
- 4 S or there'll be more victims
- 5 T why is that? Why did he say that? ¿Por qué dice eso él? I need to
do something About it, About what?
- 6 S porque ella utiliza una falda larga y eso allá significa que es una
delincuente una Yankee
- 7 T a Yankee right and who are the victims? Who? Who are the
victims
- 8 S victims

- 9 T yes Quiénes son nuestras víctimas
- 10 S pueden ser las dos amigas de ella
- 11 T Pero tú no
- 12 S el personaje principal
- 13 T bueno probablemente el personaje principal es una víctima cierto? o eso piensa él Quizás continúa Oscar continue Do You remember How to read it It is from by columns por columnas If it comes to
- 14 S it's come to this, shall I Just Go out with her
- 15 T Do You remember that expresión Go out
- 16 S Go out
- 17 T Diego what is Go out Do You remember What is Go out recuerdas Go out Go out with her go out with her si yo quiero tener una novia yo Go out yo necesito un go out
- 18 S Necesito hablar con ella

19 T close c:asi quién puede ayudar a Tulio

20 S salir con ella

21 T Go out, right!

Once detailed reading finished, the teacher proceeded to the representing text stage, and requested students to move some pictures and place them in the chart, so students could match the pictures with part of the story they represent. After that, the teacher asked students about the organization of the chart, in which the students answer according to their understanding as shown below.

[00:50:24- 00:51:50]

Turn	Participant	Intervention
1	T	¿Quién colocó estas imágenes aquí? Para que me explique, me lo pueden explicar aquí afuerita, si no tienen micrófono ni nada de eso
2	S	xxx

- | | | |
|---|---|---|
| 3 | T | - What? What? ¿Qué? que? Who was it, hello ,context context context, quien me puede ayudar aquí? Vamos a tratar lo que hizo el compañero o la compañera, porque coloco esta imagen aquí? Porque para esta persona le da el significado de context, esto significa context para una persona aquí en el salón, porque, why? |
| 4 | S | me imagino porque de ahí es donde él le dice delincuente y ahí es donde empieza todo el problema no? |
| 5 | T | U:::mm, entonces por aquí podemos pensar que esto engloba la situación, si, yes no? |
| 6 | S | yes , yes |
| 7 | T | u:::mmm I see |

After students represented the text in the chart, the teacher asked students a few questions regarding their perceptions and feelings on reading a manga in english.

[00:53:22- 00:54:37]

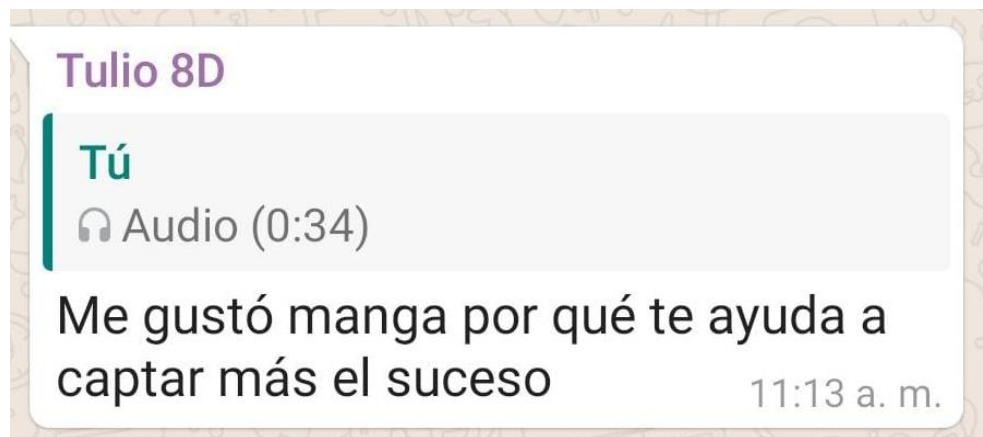
- | Turn | Participant | Intervention |
|------|-------------|---|
| 1 | T | Me gustaría preguntarles cómo les ha parecido |

2	S	bien
3	T	me gustaría preguntarle sus opiniones, que les ha parecido trabajar con este tipo de método, así analizando el texto
4	S1	good
5	S2	Interesante profe
6	T	Interesante, si podemos aprender con esto?
7	S1	si profe, uno desarrolla más como este, el entender y el hablar de
8	S2	de las mangas
9	T	De las mangas, y:: que les ha parecido el contexto, aprendimos algo acerca de no sé, de Japón?
10	S	profe yo e::hh, a mí me pareció que es muy chévere
11	T	uju::mm
12	S	y me pareció que se puede aprender un poquito más el inglés
13	T	Si? porque?

- | | | |
|----|---|--|
| 14 | S | bueno porque dicen que cuando uno lee |
| 15 | T | uju::mm |
| 16 | S | es más fácil aprender en inglés |
| 17 | T | um:m ya veo |
| 18 | S | y me parece muy chévere, y bueno lo que aprendí de japon
es que como se visten las delincuentes |

Once students finished sharing their opinions, teacher proceed to assign the corresponding independent tasks, concerning the independent construction and

Appendix E *Focus group, captures from WhatsApp*



Oscar Propio 8A

yo me sentí muy bien leyendo manga,
la lectura me pareció muy bien me
ayudo a entender el maga mas
profunda mente

11:10 a. m.

Mishel 8A

Para mí la experiencia de manga fue
súper chévere ya que es otro método
para poder aprender el inglés y muy
divertido al momento de socializar
con nuestros compañeros

11:12 a. m.

+57 302 3636530



~ Danna Noriega...

Yo me sentí muy cómoda realizando
la lectura del manga me pareció muy
interesante y me sentí chévere
realizando la lectura con ustedes

11:12 a. m.

Patricia Cesar 8C

Me parece buena la forma de explicar, y lo bueno que deja la explicación del manga, ya que por medio de el nos relatan historias de enseñanza y de comprensión que son muy entretenidas 👍

11:20 a. m.

Gracias

11:20 a. m.